

## AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: January 13, 2017
- II. Item Title: Vote on Charter School Amendment – Explore Academy is requesting to amend the Facility Material Terms of their Charter.
- III. Executive Summary and Proposed Motions:

### Request and Rationale

Explore Academy Charter School requests to amend Section 8.01(a) x. (p.38) of its contract from:

*The school is in the process of finalizing a new location at 3831 Midway Place, Albuquerque, 87109*

The school would like to change to contract language to:

*The school is in the process of identifying a new location at 5100 Masthead, Albuquerque.*

The school states the following rationale for its request:

*The school is seeking a “change in location with the school returning to the center of Albuquerque and the expiration of the original lease. The school further notes, “This amendment can be proposed as contingent based on the approval of financial terms of the transaction.*

### School History

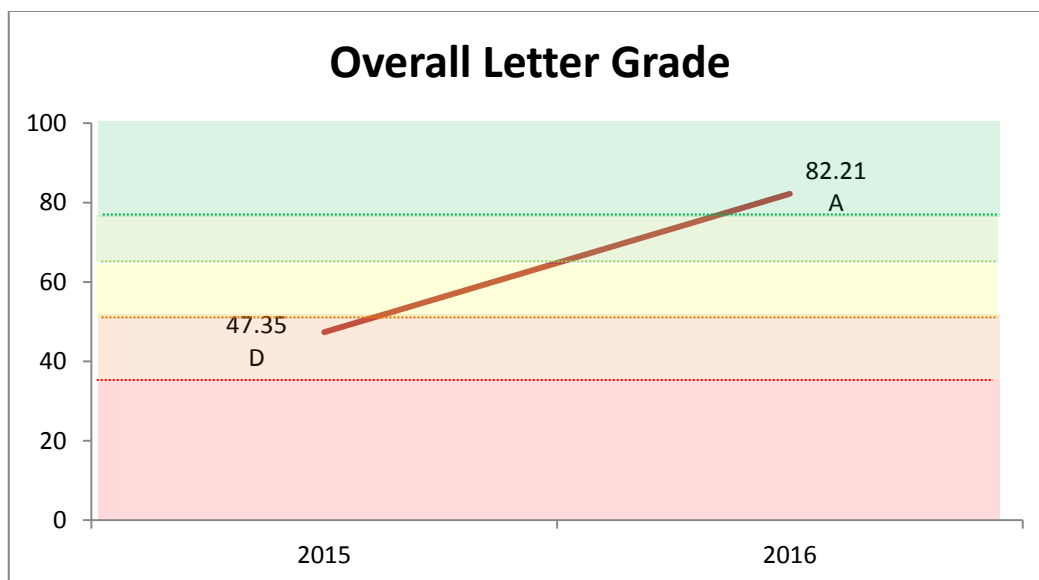
The Explore Academy Charter Application was approved by the Public Education Commission on September 27, 2013. Explore Academy began serving students in 2014.

The Public Education Commission approved the school’s opening as a state authorized charter school for a 5 year term in 2014. The school is authorized to serve grades 9-12 and its enrollment cap is 500. According to the SY2017 80<sup>th</sup> Day STARS report, the school had 181 students enrolled in December, 2016.

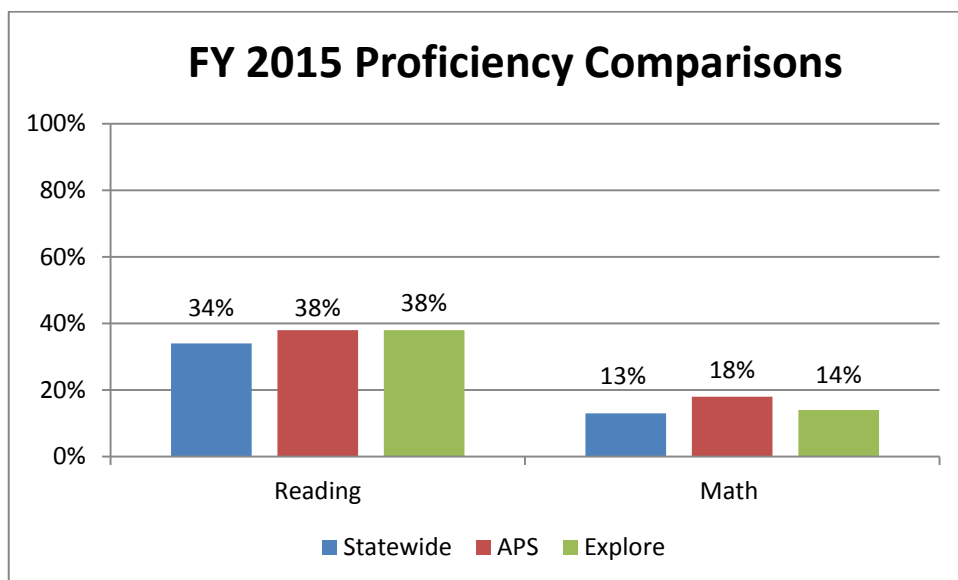
### School Performance

Explore High School has received the following school grades:

In 2014-15 the school grade was a D. In 2015-2016 the school grade was an A.

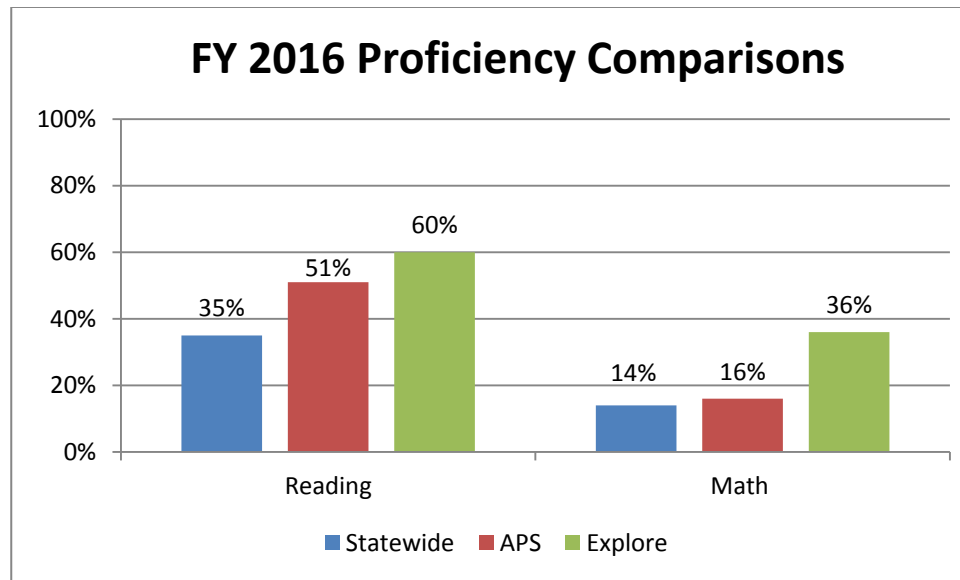


The table below shows a comparison of the school's state assessment proficiency data to the statewide data for the same grade levels and the Albuquerque Public Schools District data for the same grade levels. This comparison for 2015 indicates that the school scored a slightly higher proficiency percent in reading than the statewide rate and an equivalent proficiency rate as Albuquerque Public Schools' proficiency rates in reading. The school's math proficiency rate was lower than the statewide and Albuquerque Public Schools' proficiency rates in math.



The table below shows a comparison of the school's state assessment proficiency data to the statewide data for the same grade levels and the Albuquerque Public Schools District data for the same grade levels. This

comparison for 2016 indicates that the school scored a higher proficiency percent in reading than both the statewide and Albuquerque Public Schools' proficiency rates in reading. The school's math proficiency rate was also higher than the statewide and Albuquerque Public Schools' proficiency rates in math.

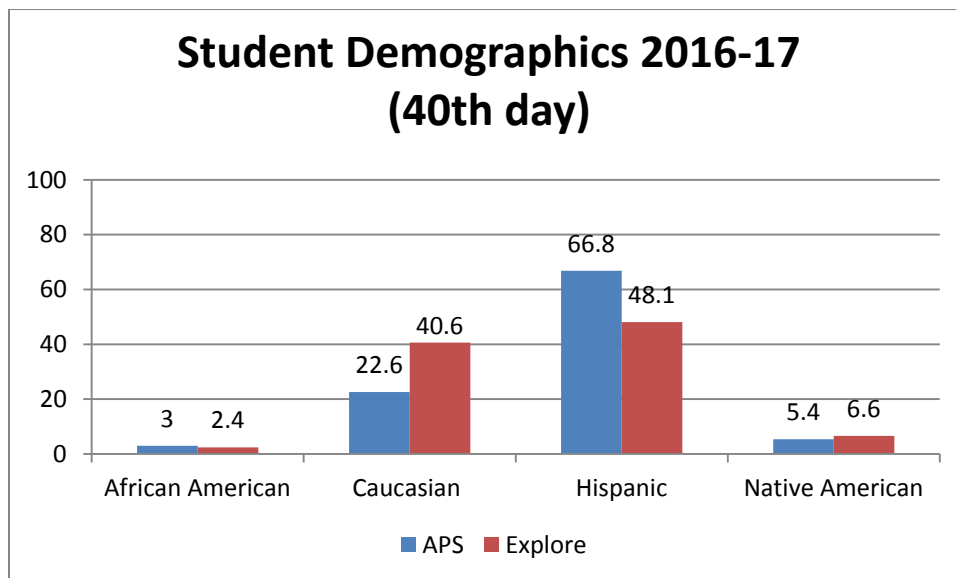
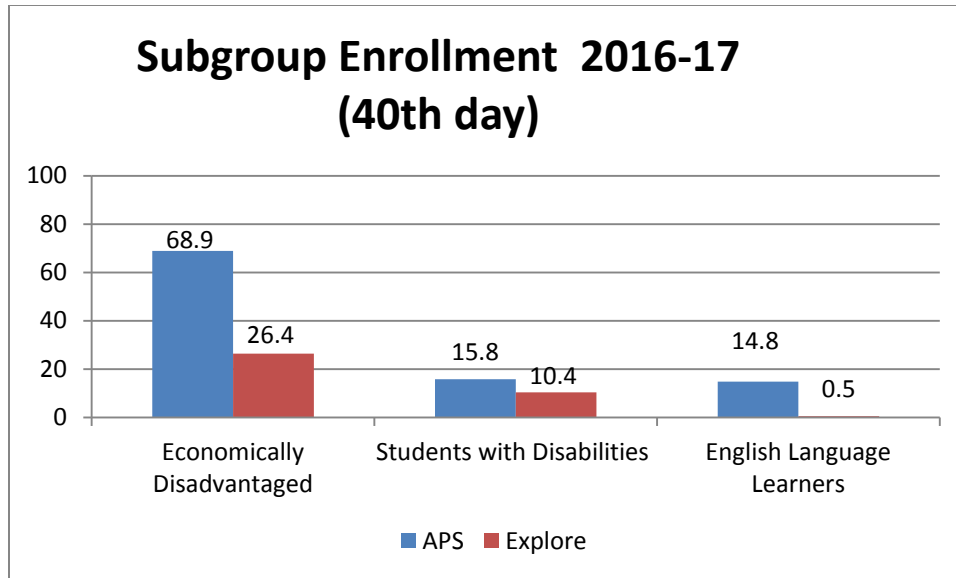


### School Enrollment and Demographics Data

The 40 day enrollment count at Explore Academy was 212 students for the 2016-2017 school year and 199 students for the 2015-2016 school year. This demonstrates an increase in total enrollment by 13 students.

An evaluation of the students enrolled at the end of FY 2015 as compared to enrollment count at the end of the first full week of the 2015- 2016 school year shows a re-enrollment rate of approximately 87%.

Student demographics and subgroup enrollment for Explore for the 2016-17 40 day reporting, as compared to Albuquerque Public Schools' (APS) data is provided below. The STARS data indicates the school has a significantly lower percentage of Economically Disadvantaged students and a percentage of English Language Learners enrolled than the percentage of such students enrolled in schools across the APS District. Explore Academy has a slightly lower percentage of students with disabilities as compared to the APS District's percentage. The data also demonstrates that Explore has lower percentage of Hispanic students as compared to the APS District and a higher percentage of Native American and Caucasian students.



#### Additional Analysis

In order to meet the requirements of the charter schools facilities statutes, a school must demonstrate the following:

1. The facilities meet educational occupancy standards required by applicable New Mexico construction codes;
2. The facilities, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within eighteen months of occupancy or relocation of the charter, the way in which the facilities will

achieve a rating equal to or better than the average New Mexico condition index.

3. The facilities meet one of the following ownership requirements:
  - a. The facility is a publicly owned building;
  - b. The facility is subject to a lease-purchase arrangement that has been entered into and approved pursuant to the Public School Lease Purchase Act;
  - c. There are no adequate public facilities available, the facility is owned by a private owner, and the owner of the facility is contractually obligated to maintain the building to statewide adequacy standards at no additional cost to the charter school or the state; or
  - d. The facility owned by a nonprofit entity specifically organized for the purpose of providing the facility for the charter school, and the owner of the facility is contractually obligated to maintain the building to statewide adequacy standards at no additional cost to the charter school or the state.

The school provided evidence that the facility meets the NMCI requirements. However, the school has not provided any evidence to demonstrate the facilities meets the additional requirements above. Further, the governing body's minutes indicate that the facility does not currently have e-occupancy status and may not receive such status until "potentially February 1, 2017."

Without evidence that the facility meets the statutory requirements identified above, the PED cannot recommend approval of this request.

### Recommendation

The PED recommends the request to amend the facility location be tabled until the school can demonstrate the proposed facility meets all statutory requirements found in 22-8B-4.2.

### Proposed Motions

- **Move** to deny the amendment request presented by presented by Explore Academy requesting to amend Section 8.01(a) x. (p.38), facility terms, of its contract because the school has not demonstrated that the proposed facility and the lease meet all statutory requirements found in 22-8B-4.2..
- **Move** to approve the amendment request presented by Explore

Academy requesting to amend Section 8.01(a) x. (p.38), facility terms, of its contract with the condition that prior to occupancy the school must provide documentation to CSD to demonstrate the proposed facility and the lease meet all statutory requirements found in 22-8B-4.2., with certification from the PSFA.

## STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Please complete and submit this form to: Attorney for the Public Education Commission, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504

**And**

**Amendment Request**, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)

Name of State-Chartered School: Explore Academy

Date submitted: 9/13/2016 Contact Name: Justin Baiardo

E-mail [baiardo@exploreacademy.org](mailto:baiardo@exploreacademy.org)

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section 8.01 (a) x. (pg 38)	The school is in the process of identifying a new location at 6900 Los Volcanes. This facility will be temporary while the school finalizes an agreement with its anticipated future facility. The facility at 6900 Los Volcanes has already received e- occupancy approval	The school is in the process of identifying a new location at 5100 Masthead.	Change in location with school returning the center of Albuquerque. Expiration of original lease. <i>This amendment request can be proposed as contingent based on the approval of financial terms of the transaction.</i>	11/8/16

Original Signature of Governing Council President or Designee:  Date: 9/13/2016

Printed Name of Governing Council President or Designee: Jesse Pickard

### **Public Education Commission use only**

Public Education Commission Chair: \_\_\_\_\_ Date: \_\_\_\_\_

☐ APPROVED

☐ DENIED

# MINUTES

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## GOVERNANCE COUNCIL MEETING

6900 Los Volcanes, Albuquerque, NM 87121

Tuesday, November 8, 2016

5:30 p.m.

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GENERAL SESSION

### **PART I – PRELIMINARY**

- A. Call to Order – meeting called to order at 5:35 pm
  - a. Pledge of Allegiance – pledge was recited by all members
- B. Ascertain Quorum
  - a. Attending members: Kelly Gwartney, Gloria Lueras-Kidd; Shane Mulligan, Ralph Montano, Robert Morrison and Jesse Pickard
  - b. Staff in attendance: Justin Baiardo, Ashley Rodriquez and Vicky McCarty
- C. Welcome
  - a. Council president, Jesse Pickard, welcomed everyone in attendance
- D. Approval of Minutes
  - a. Shane Mulligan moved for approval of the October 2016 minutes; Ralph Montano seconded the motion; Vote to approve (5-0)
- E. Approval of Agenda
  - a. Ralph Montano moved for approval of agenda, Kelly Gwartney seconded the motion. Vote was to approve (5-0)
  - b. Approval of June minutes were tabled to December meeting

### **PART II – FINANCIAL OVERVIEW**

- A. Budget Report
  - a. Ashley Rodriquez presented the current revenue reports which included information regarding the budget being built on the projected enrollment of 230 students. Enrollment is now 212 students; potential need to propose budget cuts
  - b. The special session of the New Mexico Legislature has resulted in a 1.5% reduction in funding of about \$35,000.
  - c. Lease reimbursement funding has been delayed; have received the award letter; after the BAR vote tonight we can submit for lease reimbursement; when approved the reimbursement will be forthcoming
  - d. The expenditure report for July-October was presented
  - e. Budget reduction will probably be resolved through the resignation of an educational assistant and a reduction in science teacher staff; science classes will be collapsed for spring terms.

### **Part III – Business**

- A. Facility Update
  - a. Lease approval for the ITT property
    - i. Furniture is usable and in good shape
    - ii. \$10 per square foot allowance for required improvements – fire sprinkler system and staff bathroom facilities; these must be in place in order to move in



- iii. Contractor is contacting a plumbing engineer and will acquire the permits necessary in order to make the necessary improvements; Will await the fire marshall approval
- iv. Review of lease to purchase options worksheet
  - 1. Includes investors' information
  - 2. Tort 9% (due to age of school; PED law)
  - 3. Require to get out of deal by 5<sup>th</sup> year of operation
  - 4. Includes mid-school build out
  - 5. Tort 6.5% coupon; Bond
  - 6. Monthly payment \$400,000
  - 7. February 1, 2017 – July 1, 2017 (no rent)
  - 8. Can exercise purchase at any time
- v. Attorney advises that renewal of charter is not based solely on negative balances – Look at academics, enrollment and account for moves to alternate facilities
- b. Lease at 5100 Masthead
  - i. Robert Morrison moved to approve the lease for 5100 Masthead NE, Albuquerque, NM dated November 2017 (lease to commence once the building receives e-occupancy status; potentially Feb 1, 2017); Shane Mulligan seconded the motion; Vote to approve 6-0
- c. Relocation
  - i. Ralph Montano moved to approve the move to 5100 Masthead NE, Albuquerque, NM; Shane Mulligan seconded the motion; Vote to approve (6-0)
- d. Robert Morrison moved to approve the BAR (557-000-1617-0002-IB); Shane Mulligan seconded the motion; Vote to approve (6-0)

#### **PART IV – Closing**

- A. Adjourn 6:45 p.m.
- B. The next regular meeting will be held on December 6, 2016

**State of New Mexico  
Public School Facilities Authority**



Robert A. Gorrell, Director

Rocky Kearney, Deputy Director

1312 Basehart Road, SE, Suite 200  
Albuquerque, NM 87106  
(505) 843-6272 (Phone); (505) 843-9681 (Fax)  
Website: [www.nmpsfa.org](http://www.nmpsfa.org)

January 5, 2017

Justin Baiardo, Director  
Explore Academy  
6900 Los Volcanes NW  
Albuquerque, NM 87121

**RE: wNMCI assessment of Explore Academy Charter School located at 5100 Masthead St. NE Albuquerque, NM 87109**

**VIA E-MAIL**

Ms. Baiardo,

On October 14<sup>th</sup>, 2016 at the location indicated above the Public School Facilities Authority (PSFA) assessed the proposed facilities for the Explore Academy. This assessment was conducted pursuant to NMAC 22-8B-4.2 (C) and (D). The results of this assessment determined this facility meets the requirements for lease purchase. This facility meets the applicable statewide adequacy standards promulgated by the Public School Capital Outlay Council and set forth in 6.27.30 NMAC (9/01/2002); and has, as measured by the New Mexico condition index, a condition rating of 11.0% which is equal to or better than the average condition for all New Mexico public schools for the applicable year. The current average wNMCI is 16.79%. I have reviewed the construction drawings for this facility and it will achieve an E Occupancy.

Please feel free to contact me if you have any questions or concerns regarding this correspondence. I can be reached at (505) 468-0295.

Respectfully Submitted,

Timothy Rybarczyk  
Facilities Specialist  
Public School Facilities Authority

cc: Martica Casias  
Norma Ahlskog

## Explore Academy


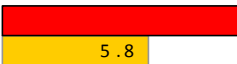
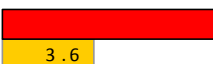





District: State Charters

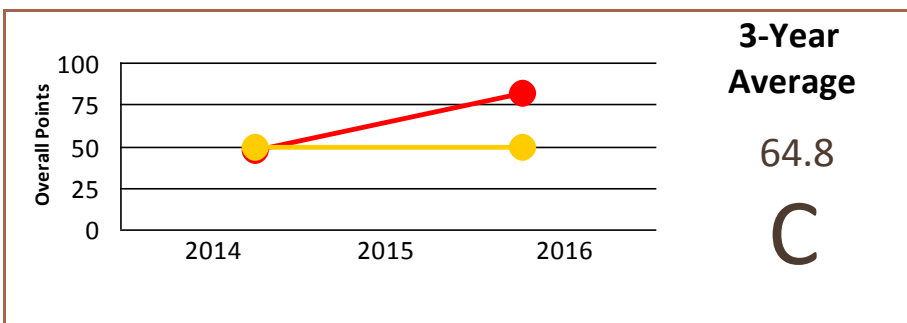
Grade Range: 9 - 11

Code: 557001

This School 

Statewide C Benchmark 

Current Standing		Grade	School Points	Possible Points
How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?		A	21.19	30
<b>School Growth</b>				
Did the school as a whole improve student performance more or less than expected?		A	9.24	10
<b>Student Growth of Highest Performing Students</b>				
Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.		A	8.46	10
<b>Student Growth of Lowest Performing Students</b>				
Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.		B	8.84	10
<b>Opportunity to Learn</b>				
Do parents and students believe their school is a good place to learn? Is student attendance high?		NA	2.80	8
<b>Graduation</b>				
Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time?		NA		17
<b>College and Career Readiness</b>				
What percent of students are participating in college preparation or career pathway programs while in high school? What percent are meeting expectations when presented with those opportunities?		NA		15
<b>Bonus Points</b>				
Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?			2.00	5



Final School Grade	Total Points
75.0 to < 100.0	A
65.0 to < 75.0	B
50.0 to < 65.0	C
35.0 to < 50.0	D
0.0 to < 35.0	F
	<b>82.21</b>

This school did not have a complete high school cohort, and did not give the OTL survey. Overall points were adjusted accordingly.

## Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail and when summed will equal the totals on the first page summary.

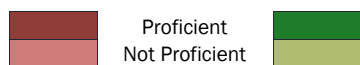
### Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value-Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

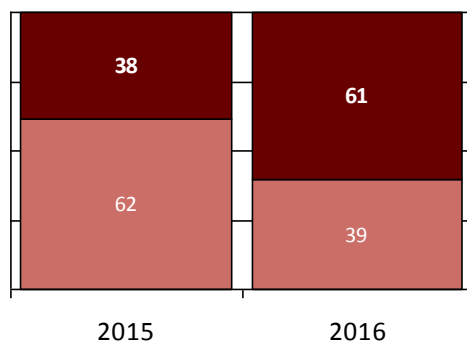
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Reading</b>											
Proficient and Advanced (%)	60.6	73.2	47.4	68.9	-	53.1	-	70.0	46.8	40.0	-
Proficient and Advanced (Pts)	4.55										
Value-Added Model (Pts)	7.09										
<b>Math</b>											
Proficient and Advanced (%)	34.3	39.1	29.6	40.7	-	30.4	-	-	23.8	20.0	-
Proficient and Advanced (Pts)	2.57										
Value-Added Model (Pts)	6.98										

### 3-Year Summary

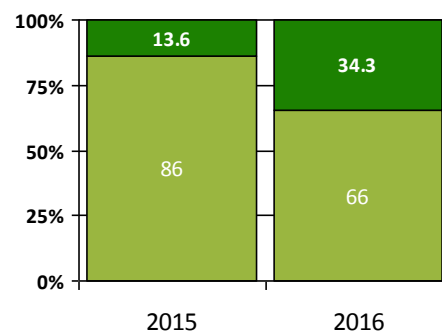
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)



## School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.

Growth in proficiency is calculated with Value-Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	<i>Reading</i>	<i>Math</i>
Value-Added Score	1.420	1.450
Points Earned	4.61	4.63

School growth is expressed as a score that can be both negative and positive. When it is positive, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

## Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value-added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	1.09	0.38	0.54	0.60	0.38	0.36	0.94	0.19	0.38	0.32	0.21
Highest 75% (Pts)	4.32										
Lowest 25% (VAS)	1.34	0.82	0.75	0.84	1.06	0.35	-	1.87	0.59	0.53	2.69
Lowest 25% (Pts)	4.55										
Math Growth											
Highest 75% (VAS)	0.95	0.21	0.23	0.27	1.52	0.16	0.63	-0.15	0.12	0.37	0.32
Highest 75% (Pts)	4.14										
Lowest 25% (VAS)	1.07	0.77	0.22	0.46	0.14	0.52	-	0.07	0.38	0.26	-0.01
Lowest 25% (Pts)	4.29										

## Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	89.0	89	88	89	95	88	98	87	89	90	93
Attendance (Points)	2.80										

Survey (Average)	-	Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.
Survey (Points)	-	
Count of Surveys (N)	-	

Bonus Points	Participation
<p>While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education.</p> <p> <input type="checkbox"/> Student and Parent Engagement           <input type="checkbox"/> Truancy Improvement         </p> <p> <input type="checkbox"/> Extracurricular Activities           <input checked="" type="checkbox"/> Other         </p>	<p>Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.</p> <p>           Reading (%) 100            Math (%) 99            School exempted from penalty because of size.         </p>

## Supplemental Information

<b>Similar Schools</b>	While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.
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Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	1.1		9.8		59.5		29.3		33.0			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	2	( 37 )	2	( 37 )	2	( 37 )	6	( 36 )	3	( 37 )	1	( 37 )
School Growth	4	( 37 )	2	( 37 )	3	( 37 )	5	( 36 )	2	( 37 )	3	( 37 )
Student Growth, Highest 75%	4	( 37 )	4	( 37 )	5	( 37 )	6	( 36 )	5	( 37 )	3	( 37 )
Student Growth, Lowest 25%	7	( 37 )	5	( 37 )	6	( 37 )	8	( 36 )	4	( 37 )	3	( 37 )
Opportunity to Learn	-	( - )	-	( - )	-	( - )	-	( - )	-	( - )	-	( - )
Graduation	-	( - )	-	( - )	-	( - )	-	( - )	-	( - )	-	( - )
College and Career Readiness	-	( - )	-	( - )	-	( - )	-	( - )	-	( - )	-	( - )

## School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the PED website:

<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2016 (%)	60.6	73.2	47.4	68.9	-	53.1	-	70.0	46.8	40.0	-
	2015 (%)	38.4	52.5	21.6	43.2	42.9	34.6	50.0	28.6	40.4	<2.0	16.7
	2014 (%)											
<i>Math Proficiency</i>	2016 (%)	34.3	39.1	29.6	40.7	-	30.4	-	-	23.8	20.0	-
	2015 (%)	13.6	17.7	8.3	18.6	<2.0	13.7	<2.0	<2.0	13.7	<2.0	<2.0
	2014 (%)											

## End Notes

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 Schools that administered tests on computers received bonus credit based on the number of students participating.

Note for Families: If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at <http://aae.ped.state.nm.us/>.

## Explore Academy

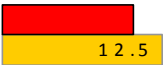
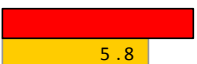
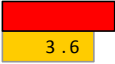





District: State Charters

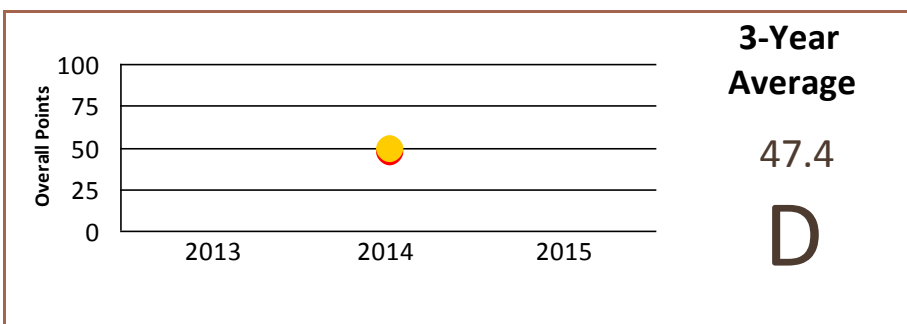
Grade Range: 09 - 10

Code: 557001

This School 

Statewide C Benchmark 

		Grade	School Points	Possible Points
<b>Current Standing</b> How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		D	10.26	30
<b>School Growth</b> In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?		B	7.50	10
<b>Student Growth of Highest Performing Students</b> How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		B	4.42	10
<b>Student Growth of Lowest Performing Students</b> How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		F	2.90	10
<b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		B	7.12	8
<b>Graduation</b> How does the school contribute to on-time graduation? On-time means within 4 years, and, to a lesser extent, within 5 and 6 years for students who require longer.				17
<b>College and Career Readiness</b> Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.				15
<b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			0.00	5



Final School Grade		Total Points
75.0 to < 100.0	A	47.35
65.0 to < 75.0	B	
50.0 to < 65.0	C	
35.0 to < 50.0	D	
0.0 to < 35.0	F	

\* This school did not have a complete high school cohort. Overall points were adjusted accordingly.



## Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

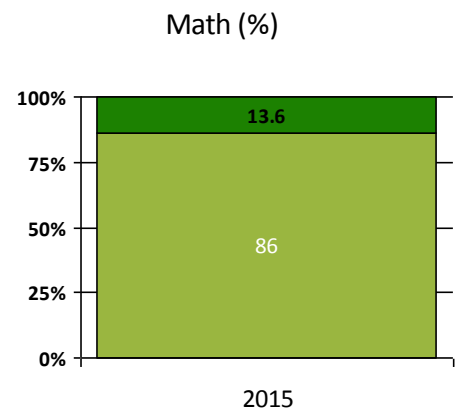
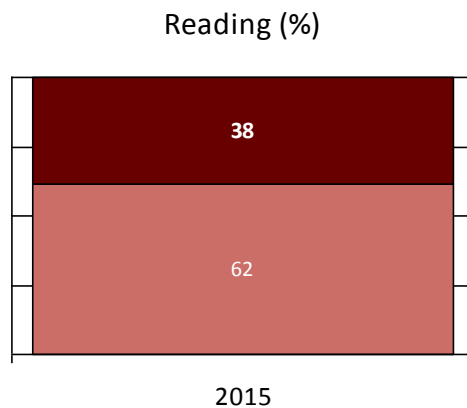
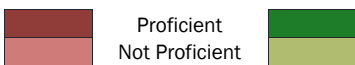
### Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Reading</b>											
Proficient and Advanced (%)	38.4	52.5	21.6	43.2	42.9	34.6	50.0	28.6	40.4	<2.0	16.7
Proficient and Advanced (Pts)	1.92										
Value Added Model (Pts)	5.55										
<b>Math</b>											
Proficient and Advanced (%)	13.6	17.7	8.3	18.6	<2.0	13.7	<2.0	<2.0	13.7	<2.0	<2.0
Proficient and Advanced (Pts)	0.68										
Value Added Model (Pts)	2.11										

### 3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.



## School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

Growth in proficiency is calculated with Value Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

	<i>Reading</i>	<i>Math</i>
Value Added Score	0.426	0.970
Points Earned	3.33	4.17

School growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

## Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	0.21	0.29	0.19	0.30	0.26	0.23	0.20	-0.11	0.28	0.06	0.36
Highest 75% (Pts)	2.91										
Lowest 25% (VAS)	0.05	-0.31	-0.14	0.02	0.34	-0.69	0.01	0.11	-0.20	-0.44	-0.24
Lowest 25% (Pts)	2.61										
Math Growth											
Highest 75% (VAS)	-0.51	-0.27	-0.23	-0.58	0.02	-0.06	0.66	-0.32	-0.21	-0.45	0.54
Highest 75% (Pts)	1.51										
Lowest 25% (VAS)	-1.57	-0.37	-0.34	-0.29	0.10	-0.65	-	-0.05	-0.40	-0.81	0.47
Lowest 25% (Pts)	0.29										

## Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	87.9	89.9	85.8	88.4	-	87.4	-	-	88.6	86.6	93.6
Attendance (Points)	2.78										
Survey (Average)	39.1	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.									<i>Reading</i> 39.7
Survey (Points)	4.3										<i>Math</i> 38.5
Count of Surveys (N)	191										<i>General</i> NA

## Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

- ☐ Student Engagement
- ☐ Parental Engagement
- ☐ Extracurricular Activities
- ☐ Truancy Improvement
- ☒ Other

## Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%) 100

Math (%) 98

# Supplemental Information

## Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students.

		School Rank											
		ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)		5.4		7.2		59.0		92.8		14.4			
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		25	( 36 )	18	( 36 )	24	( 36 )	13	( 36 )	19	( 36 )	18	( 36 )
School Growth		8	( 36 )	6	( 36 )	12	( 36 )	3	( 36 )	5	( 36 )	6	( 36 )
Student Growth, Highest 75%		21	( 36 )	14	( 36 )	23	( 36 )	20	( 36 )	20	( 36 )	16	( 36 )
Student Growth, Lowest 25%		27	( 36 )	23	( 36 )	30	( 36 )	28	( 36 )	25	( 36 )	25	( 36 )
Opportunity to Learn		13	( 36 )	15	( 36 )	13	( 36 )	9	( 36 )	13	( 36 )	12	( 36 )
Graduation		-	( 36 )	-	( 36 )	-	( 36 )	-	( 36 )	-	( 36 )	-	( 36 )
College and Career Readiness		-	( 36 )	-	( 36 )	-	( 36 )	-	( 36 )	-	( 36 )	-	( 36 )

## School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers.

				Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		Target	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Growth</b> <b>Lowest 25% (Q1)</b>	Reading	.0038	Y	N	N	Y	Y	N	Y	Y	N	N	N
	Math	-.0334	N	N	N	N	Y	N	.	N	N	N	Y
<b>Growth</b> <b>Highest 75% (Q3)</b>	Reading	-.0481	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N
	Math	-.0613	N	N	N	N	Y	Y	Y	N	N	Y	Y
<b>Proficiency</b>	Reading	33.3%	Y	Y	N	Y	Y	Y	Y	N	Y	N	N
	Math	17.6%	N	Y	N	Y	N	N	N	N	N	N	N
<b>Graduation</b>	4-Year Cohort	75.6%											

## School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2015 (%)	38.4	52.5	21.6	43.2	42.9	34.6	50.0	28.6	40.4	<2.0	16.7
	2014 (%)											
	2013 (%)											
<i>Math Proficiency</i>	2015 (%)	13.6	17.7	8.3	18.6	<2.0	13.7	<2.0	<2.0	13.7	<2.0	<2.0
	2014 (%)											
	2013 (%)											

## Student Promotion

Students who are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in reading and math is subpar and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year advancing to the next grade .	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Grade 9 to Grade 10 (%)	-	-	-	-	-	-	-	-	-	-	-
Grade 10 to Grade 11 (%)											
Grade 11 to Grade 12 (%)											

## End Notes

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.